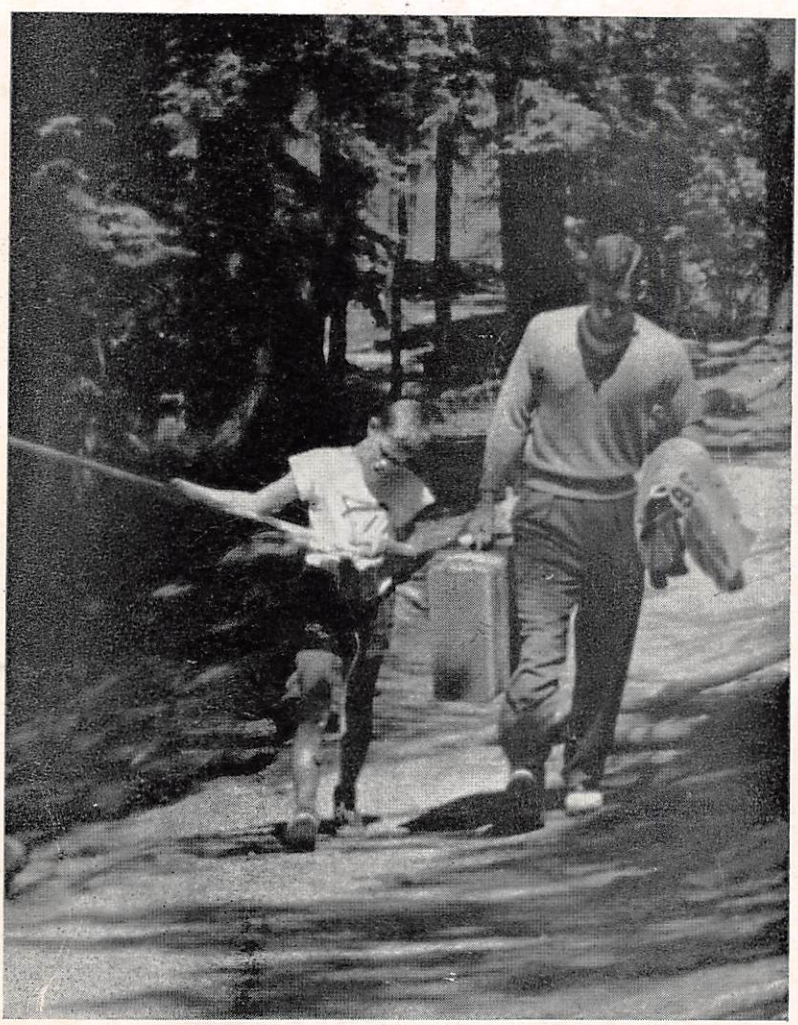
OFFICIAL PUBLICATION OF THE CANADIAN CAMPING ASSOCIATION

CANADIAN CAMPING



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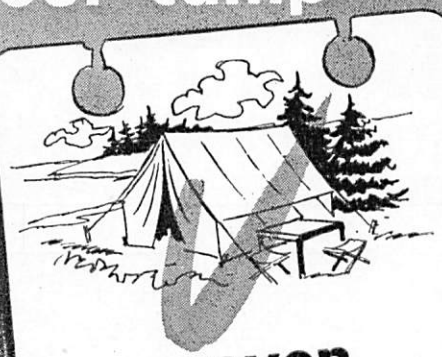

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CANADIAN CAMPING

Vol. 7 JUNE, 1955 No. 3

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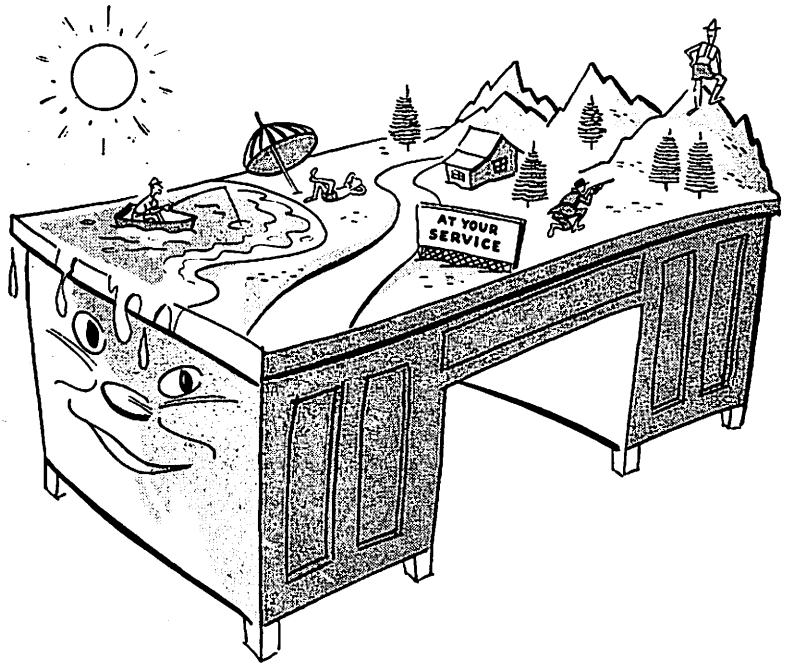

● Yes, there really is such a thing . . . though we must admit it looks more business-like than the one above! The "Summer Resort Desk" is an actual department at Swift Canadian . . . set up for the sole purpose of giving special service to the summer resort trade.

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TO OUR COUNSELLORS!

If you look in the dictionary you will see that the meaning of the word counsellor is: "one who helps and guides by word and deed." Every staff member at camp must be sure that his words and actions are of good report so that our campers may look up to each one of us, sure in his heart that our words are worth listening to and that our actions are worth following.

1. Your dress and appearance are important.
2. Your manner of speaking to everyone in camp will be listened to and copied. Keep it interesting and free from argument and nasty words.
3. The way you work with your fellow counsellors is of great interest to campers. This could set the pattern for the campers' relations one to another.
4. Your table manners—are they worth copying?
5. Your relation to prayer, God and His Church—they must inspire and help your campers feel close to God.
6. Your chit-chat in a room full of campers about your dates and fun—should it all be heard by kids? If so, fine.
7. Is getting out of bed a hard job? Do children annoy you early in the morning? If the answer is yes to either of these questions, think seriously about being or continuing to be a counsellor.
8. Do you put your own things away? Are they taken good care of? I'm sure if the campers were asked, they could tell.
9. Are you a good sport? Is the winning more important than the game?
10. Can you take children for a long period of time and keep them happy and interested?
11. Your day off is important to both the campers and yourself. Use it wisely.

Your position as a counsellor is a very important one. It carries with it a great deal of responsibility of action and deed. It is not enough to be able to do a thing well, the important thing is, how is it done? What have you and the campers learned by doing it?

Each minute in our lives is a learning process and our goal is to learn those things which are going to make our lives useful and happy. A camp has one primary duty and that is to see that every camper learns to become a better person by being at camp.

Camping can be a truly great educational experience in a child's life. Our camp should be dedicated to the ideal that people come to know, and respect one another by living and working together.

—E. Hilton Chaloner, Director,
St. George's Episcopal Church Camps
Saugerties, N.Y.

How Are You Off For Leadership?

Excerpts from an address given by Rev. Wilbur Howard, Associate Editor, Sunday School Publications, United Church of Canada, at the 1955 Ontario Camping Conference.

Camping trends may come and camping trends may go but leadership is the continuing factor.

Camping has gone through many stages. Here are some of the stages that we might recognize:

1. **The Wild and Woolly Stage**

This was the early day of camping. It was the time of "Throw 'em in the drink" . . . Morning jerks . . . Blow that whistle! . . . Ring that bell! . . . Sleeping on grassblade and ground sheet. . . .

2. **The Lean Towards Hygiene**

Then the pendulum took a swing. We concerned ourselves about health and safety . . . water safety . . . elation over sanitation . . . the chlorine dip for dishes. . . . And, of course, all this took more and better leadership.

3. **Throw Back or Go Back**

We realized that perhaps we were getting too civilized. So, it was back to the birds and bees . . . Nature boy stuff . . . Turn them loose with their native ingenuity and a hatchet.

Now, I wonder what will our next trend be? My suggestion is that we are ready for a period when we capitalize on this phrase, **"Relax and Think."**

But, we have noted, that throughout the many stages of camping the one continuing factor has been leadership.

What Leadership do You Need?

You'll know the answer to that better than I will. It depends partly upon your philosophy of camping, your goals and objectives.

Your camp leadership might include the following:

1. **Single Persons and Married Couples.** How about that? How about having a married couple as cabin

leaders? We're pretty serious, aren't we, about the influence of parents and the home?

2. **Old and Young.** How old? You might have at least one grandfather or grandmother in spite of the saying: "Only the young die good." Our boys and girls had better learn how to relate to older people because there will be plenty of them in the Canada of the future. Older people have some contributions to make that younger leaders would not be able to make. A grandmother, for instance, can apply an emotional mustard plaster. Older people have a steadying wisdom and understanding that seem to undergird a camp or a problem with strength. How young should your leaders be? Perhaps we should investigate the idea of having leaders the same age as the campers. But aside from this adventure in daring experiment, they should be mature persons 18 years of age and older.

3. **Two or Three Different Races.** If we're really serious about establishing better relationships with people of other nationalities and races, then we should be practical about it and get other races and nationalities into our camps. We do not need to worry too much about attitudes when boys and girls have had a close-in camping experience with people who represent countries and races different from theirs.

4. **Some Home-grown, Some Imports.** You should have some leaders who have come up through your camps and know your traditions and are at home on your camp site. But you should not have all your leaders of this kind. If they are all home-grown, then your leadership tends to be ingrown. You need some imports. I heard recently that they were considering holding the Grey Cup finals next year in the United States. It seems a shame to bring all those players up to Canada for the play-offs. Well, in our camp we need some imports—New blood that comes in and mixes with those of us who have been in the camping situation for a number of years and have kind of got used to its contours, both geographical and programme.

Counselling at Camp Woodeden for crippled children

All leaders, the cook, the maintenance man, the section leader, the unit head, the counsellor, all leaders should be trained in human relations. They should know what it means to get along with others (a) their fellow leaders. (b) the campers. They should know what it means to get along with others as individuals and how to work with groups. I was interested when I visited Youth House in New York (Youth House is a detention home for juvenile delinquents) to see that their policy

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Nature's Craft Shop

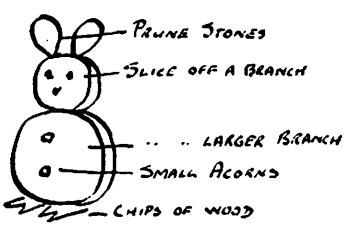
MRS. A. H. STODDARD,
DIVISIONAL COMMISSIONER,
Province of Quebec,
Canadian Girl Guides Association

Nature's Craft Shop has an unlimited stock of goods for us if we will only use our eyes and a little bit of imagination. In these sketches are a few ideas to show how we can very easily use nature's products for our handicrafts.

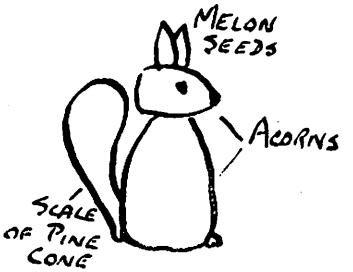
Cones . . . spruce, pine, alder, hemlock . . . can all be used as bodies for birds, animals and dolls. The heads of the latter two can be acorns, oak apples or small chestnuts. Scales of a pine cone can be ears and tail, and small twigs make arms and legs.

For the head and beak of birds, a maple seed, with part of the wing cut off, is ideal. Orange pips and even apple pips can be the head and beak for smaller birds.

Old Mother Hen and her Baby Chicks require a spruce cone for her body, an orange pip for her head, and one or two feathers as her tail. Study your orange and grape fruit pips and pick out the ones which look like baby chickens. Stick in two tiny twigs for legs.



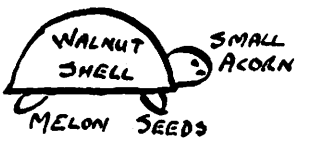
Beech nut cases which have not opened out too much, and have the stalk still on, make good bodies and necks of birds. A maple seed, again with part of the wing cut off, is the head and beak. Feathers or pine needles make the tail, and a twig for a leg . . . one leg is much easier to fix than two . . . and you can pretend that your bird has his other leg tucked up under him! Stick his one leg into a piece of bark. A few pine needles can be "grass" growing beside him.



Orange and grapefruit pips can be made into little ducklings, with a grape pip for head and beak. Mama duck can be a peach stone with a hazel nut or orange pip for her head and beak. Mount them on a piece of bark.

A small milkweed seed pod can also be Mama duck's body, with an orange pip again as head and beak.

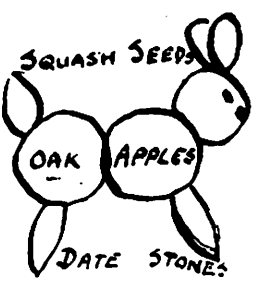
A lovely swan is ready-made by Nature in a milkweed seed pod with the stem for its neck, and a maple seed (with part of the wing cut off) stuck on for head and beak.



A walnut shell, a small acorn or orange pip and four melon seeds make a realistic turtle.

Acorns (without their "caps") can be made into rabbits, squirrels, penguins, birds. Save your musk melon seeds for small ears and flappers and feet of penguins.

Oak apples, which are a gall, not the fruit of the oak tree, are good material for heads and bodies. Date stones can be legs, and watermelon seeds can be ears.



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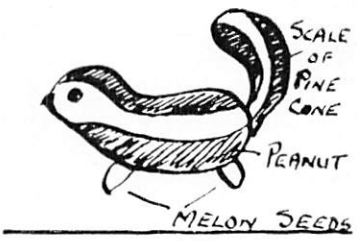
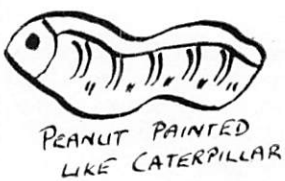
Peanuts are fun! Hold them up and see what kind of animals their shapes suggest to you. Citron, watermelon, musk melon and squash seeds make ears, tails, wings, beaks, legs, etc. Squash seeds cut in half make legs for this four-footed animal.



Saw a few slices about ½" to 1" thick, off different sized branches. Use the larger size circle for a body and the smaller one for a head, with, perhaps, prune stones for ears, small acorns for eyes and buttons, and chips of wood for feet. A coat of varnish will finish him off.

The only tools you require are a penknife, scissors, a small awl or piercer to make holes, some straight pins to help keep heads on, and a bottle or tube of glue . . . not too thin. Seccotine is good.

Paint your birds and animals and dolls in bright colours if you like, with quick-drying enamels. A first coat of flat white paint allowed to dry before



AMONG OURSELVES

TAYLOR STATTEN,

BY J. H. EBBS, M.D.

Director, Health and Safety
Taylor Statten Camps

This year marks the Golden Anniversary in camping for Taylor Statten. In 1905 when he became Boys' Work Secretary of the Central Y.M.C.A. in Toronto, he conducted his first boys' camp at Lake Couchiching, marking the beginning of a career in camping which is still being carried on. Each successive year he has organized and conducted a camp with increasing enthusiasm and with an ever-increasing experience, which he says deepens his appreciation of the tremendous values which come from the camping experience of boys and girls.

Taylor Statten has been for many years, a world figure in Y.M.C.A. boys' work, first at Central Y.M.C.A. Toronto, and later as Provincial and Canadian Boys' Work Secretary. In 1921, he was appointed Secretary to the National Boys' Work Board. During all of these years he was very interested in, and was responsible for at least 52 camps conducted by the Y.M.C.A.

In 1914 he originated and, with a group of other interested persons, set up the Canadian Standard Efficiency Training Programme for Tuxis boys and Trail Rangers, a movement which has undoubtedly affected the lives of thousands of boys and girls.

In 1920 he conducted a leadership training camp for Tuxis boys' leaders at Canoe Lake and the following year started Camp Ahmek for boys in Algonquin Park. In his first year as a private camp director with 30 boys, he established standards of camping which attracted many outstanding leaders and the camp grew steadily until it became necessary to establish it as five separate age group camps with one central organization.

continued next page

In the early days of Camp Ahmek many famous names were associated with the Statten Camps, notably Ernest Thompson Seton, who introduced much of his Indian lore and wild-life legends to Canoe Lake. A nature museum is being created in his memory in the original Seton cabin on the shores of Canoe Lake. Jack Miner's annual visit stimulated an increasing interest in bird-life which was carried on for many years by Mr. and Mrs. Stuart Thompson. To these, and to a group of early leaders, such as Charles Hendry, Joseph McCulley, Hedley Dimock, Alex Edmison, Ronald Perry and a host of others, Taylor Statten will give much credit for his great success. However, his contagious enthusiasm and magnetic personality attracted the best in young people. Two men have been outstanding in their loyalty and service to the "Chief"—they are George Chubb, the business manager, and Pete Sauve, head chef, who have been with the Statten Camps since their inception in 1921.

In 1924, under the directorship of Mrs. Taylor Statten, a girls' camp was established on the same Lake in spite of warnings that co-educational camping would ruin his original camping venture. Contrary to this, he built up a brother and sister type camp, providing co-operative management with a maximum of efficiency, and a programme which could be controlled to the needs of various aged boys and girls. Camp Ahmek and Camp Wapomeo on Canoe Lake have been attended by thousands of boys and girls from throughout North America and other parts of the world, some now representing the third generation of Statten campers.

In 1950 Taylor Statten, along with four other pioneer leaders in camping, was chosen to receive a special award from the American Camping Association for outstanding leadership. Quoting from the American magazine:

"Taylor Statten, ably assisted by his wife, daughter Mrs. Harry Ebbs and son Dr. Taylor Statten, has made a lasting contribution to the camping field. Thousands of camp directors and camps have been influenced by his pioneering achievements." His leadership in the organized camping movement has been acknowledged by his election as the first President of the Canadian Camping Association and the only Canadian to be elected President of the American Camping Association.

Mr. Statten's influence has also been felt in educational fields. In 1927 he became director of character education for Pickering College at the time that it was re-established. He continued in this until 1940 when he became president of the Metropolitan Board of the Y.M.C.A. and later took on the arduous task of being secretary to the Metropolitan Board during the difficult war years. In the first World War he was director of the Sons of the Soil for the Canada Food Board from 1914-1918 and travelled with the troops in Europe carrying on part of the Y.M.C.A. programme.

The first Canadian National Camp Training course was conducted under his patronage and the annual staff training programme each year is attended by more than two hundred counsellors and leaders. The camping world was stimulated more than twenty years ago by the publishing of "Camping and Character", a book which had its origin in Taylor Statten's camp. His "Talks to Counsellors" is still in great demand by camp leaders.

There has always been something of the "showman" in Taylor Statten, possibly inherited from one of his circus

ancestors, but year after year, he appears on "Circus Day" at camp in a new role—one time a ringmaster or a "Southern Colonel" and another time as Neptune or a Greek God—but always with enthusiasm for the show which is to follow his official opening ceremony. Many of his "dreams" have not come true but so many have succeeded, such as the building of a pirate ship, a log theatre and acquiring a full brass band, that those who know him well have learned to wait with expectation for his next dream to come true. His desire to introduce something new each year resulted in 1929, in members of the Arts and Letters Club of Toronto, arriving in camp with much fanfare disguised as English nobility. The "stunt" was being carried off very successfully until the son of one of the actors recognized his "Duke" father and gave the show away. The memory of campers and staff were long enough to make them highly suspicious the following year, when Lord and Lady Willingdon, the Governor General of Canada, visited the Camps. His Lordship was fortunate that he did not follow his bogus predecessors into the lake!

The influence of Tom Thomson at Canoe Lake stimulated his interest in the Arts and has resulted in a long series of well-known artists finding an outlet for their talents in Algonquin Park. Music has been maintained on a high level owing to his insistence that the camp musicians be the best, with a desire to help young people appreciate good music. The Canoe Lake Theatre has been blessed with some inspiring directors starting with Roland Young and including Arthur Sutherland.

In 1938 Mr. and Mrs. Statten journeyed to India where they officially opened Camp Tonakela near Madras.

continued on next page

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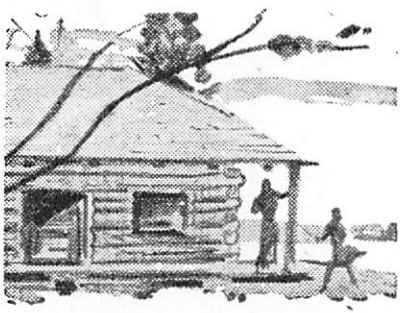
Through his encouragement Mr. Wallace Forgie was persuaded to devote his life to the organization and directorship of this camp for underprivileged boys and girls. The ever-widening circle of campers in North America, who are now helping to support this venture, are helping democracy and our Western way of life by showing another side of the world the value of sharing. To hundreds of street boys and orphaned girls the camp provides a holiday with something of the North American styled camping experience. To hundreds of other young children it marks the life centre where they get their only real meal each day—in an area where drought has repeatedly caused a crop failure. Camp Tonakela, named from Mrs. Statten's Indian name, is a fine outpost of democracy and a demonstration to the leaders of India of a fine camping programme originating in North America and supported by its children. Needless to say it is a venture which Taylor Statten watches with justifiable pride.

Many camp directors owe their interest and start in the camping field to the enthusiasm and generous leadership given by "Chief" Taylor Statten. It is also safe to say that thousands of former counsellors and campers have been influenced by their contact with him. It is hoped that Taylor Statten will be spared to enjoy many more years of enthusiastic leadership with his children and many long-time associates and admirers who gather on the shores of Canoe Lake in Algonquin Park.



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SOME SUGGESTED TRAINING TECHNIQUES

ALAN F. KLEIN,

Associate Professor,
School of Social Work,
University of Toronto

There is no group in camping to-day that would suggest seriously that we need not train our camp staffs. There are, however, differences of opinion about what we mean by training, and even more diversity around our training objectives.

As I observe the scene, most camps engage in some form of pre-camp training, and let it go at that.

From time to time groups in the Camping Association have tried to evaluate the effectiveness of pre-camp counsellor training. In most of the instances studied, the demonstrated results of pre-camp counsellor training have been disappointing, to say the least, and yet we persist in relying upon it almost wholly for our training programmes. Looking at it realistically, pre-camp training does serve many useful functions. For some camps it accomplishes the work necessary for opening camp, and in so doing helps the staff members to become familiar and comfortable with the camp environment and equipment. It settles them into camp life. Even more important, if well done, it fuses the staff into a group and sets the atmosphere for loyalty and team spirit. Budget-wise camp directors must equate these results with the cost of a pre-camp week on site. It is expensive business. Some might find that these results can be obtained in a shorter period of time if designed differently or that it could be done by combining pre-camp in-the-city meetings with a pre-camp week-end on the site.

We should be quite clear, however, that while the above mentioned results are part of over-all training objectives they are not the real training goals. The goals I have in mind are related to the manner in which a counsellor handles himself on the job. You may call this leadership training, or training in working with children. If these are our basic goals, pre-camp training is not the most effective method for

achieving them. It is for this reason that I venture to oppose the trend and suggest that we undertake to do what we can do well, and use our time and methods with more discrimination. By this I mean that we teach programme skills in pre-camp training because we can, and because counsellors need to have activity skills if they are to be effective. Leadership skill is of paramount importance, to be sure, but without camp activity skill, the counsellor is operating in the dark without the slightest idea of how to turn the lights on. Some may go through the entire summer in this state.

The art and skill of working with children is best learned and hence taught on the job. This can be accomplished through supervision and training sessions with small homogeneous groups of counsellors. Supervision is an educational process through which a person who knows more teaches some one who knows less on a face-to-face basis. The prime factor is that the learner be helped to solve his own problems as they arise on the job. Learning is achieved when the learner is active and is engaged in solving problems that have meaning to him or to her. For this reason, on the job learning is faster and more effective than pre-camp learning.

We have said that supervision is one of the most effective methods of training. However, here also, I must risk censure and go contrary to the trend. This method has not been successful in many camps because a long time back someone sold us on the unit system. Unit or section heads were to supervise the counsellors. The idea is sound administratively. Decentralization has many advantages but in reality supervision is not one of them because most of us can not obtain unit heads who are qualified to supervise, either because we can not afford them or because they do not exist. It is said that if you wish to teach a dog some tricks you must know more than the dog does. Many unit heads do not know substantially more than the counsellors do, nor are they more mature, and secondly, they do not know how to supervise, which is a specific training skill. Consequently, we adopted an administrative structure and have relied upon it in many settings in spite of the fact that we have not been able to secure personnel appropriate to the structure to make it run at a high level of efficiency from a training point of view. I think I would prefer to employ one senior supervisor, charged with the responsibility of staff training, keep the decentralized plan by using a senior counsellor as my unit co-ordinator, and give up the idea of unit heads supervising staff.

In the last few years some new ideas have been developed in training and have proven themselves in industry and adult education. They might be used in pre-camp training or during the camp season. Those that I will mention all depend upon a few fundamental training principles:

1. Only the counsellor can change his own performance. He must, therefore, be involved actively in the training process.

2. Adults learn more readily through problem-solving exercises.

3. Learning is accelerated if the problems discussed are significant to the learner.

4. Aimless discussion is frustrating. There must be guidance and direction by the trainer.

5. Human relations skills require insight into one's own way of working.

6. The learners must want to learn and change.

7. All learning is accompanied by resistance to learning which is intensified by threat or fear.

8. Effective learning requires the support of a small friendly group of colleagues.

These principles imply that all our personnel are committed to a common goal, and that the goal is made explicit. They imply also that the staff members experience satisfaction of their own personal needs. That means good interpersonal relationships; status given for doing a good job with campers and not for looks, apple polishing, athletic skill and so on; an atmosphere conducive to learning, with rewards based upon satisfaction from doing a good job accompanied by encouragement and praise; and an opportunity for shared leadership in a democratic setting.

To summarize, then, the principles of all such training require that the learner have access to ideas, attitude and modes of behavior alternative to the ones he possesses; there must be a setting in which he can examine and test new ways; and he needs support and social success in experimenting with new forms of behavior before he can adopt them as his own.

To clarify terms and concepts let us observe that training connotes "how to do a job" while education means something broader. Here we are talking about training counsellors for a job.

While we are clarifying, let us settle another question. Do our words so far mean that one may never lecture to counsellors? They do not. When the content consists of facts, procedures, and non-debatable material it can be given as a lecture or in a written manual. It is more useful and acceptable and therefore learned more quickly when the learner wants and needs the information, but we are not throwing the "telling" method out completely.

The methods that follow will be described very briefly since each could be profitably the subject of an article by itself .

Role Playing

This is a training method that is both powerful and effective. In it the learning situation is enacted and methods of handling oneself in the situation are tried and evaluated and then the new insights are tested. It has been abused by charlatans who have thought that all there was to it was to put on a dramatic skit. In fact, it is a sensitive training tool and should be studied before attempting to use it. It is admirably suited to camp training.

Case Study

In this method a detailed narrative of a situation is given. The whole case is described. The trainees are asked to analyze what happened, to explain the behaviour of the campers, to critically examine the work of the counsellor and to suggest alternate ways of approaching the problem.

The case might present a problem without revealing the counsellor's action and the trainees may be asked what they would do. Alternate suggestions are examined and consequences explored. In this method, principles must be drawn from the discussion. Camp policy, procedures and routines can be taught at the same time from the same case. The cases are written from your own camp records and experiences.

continued on page 23

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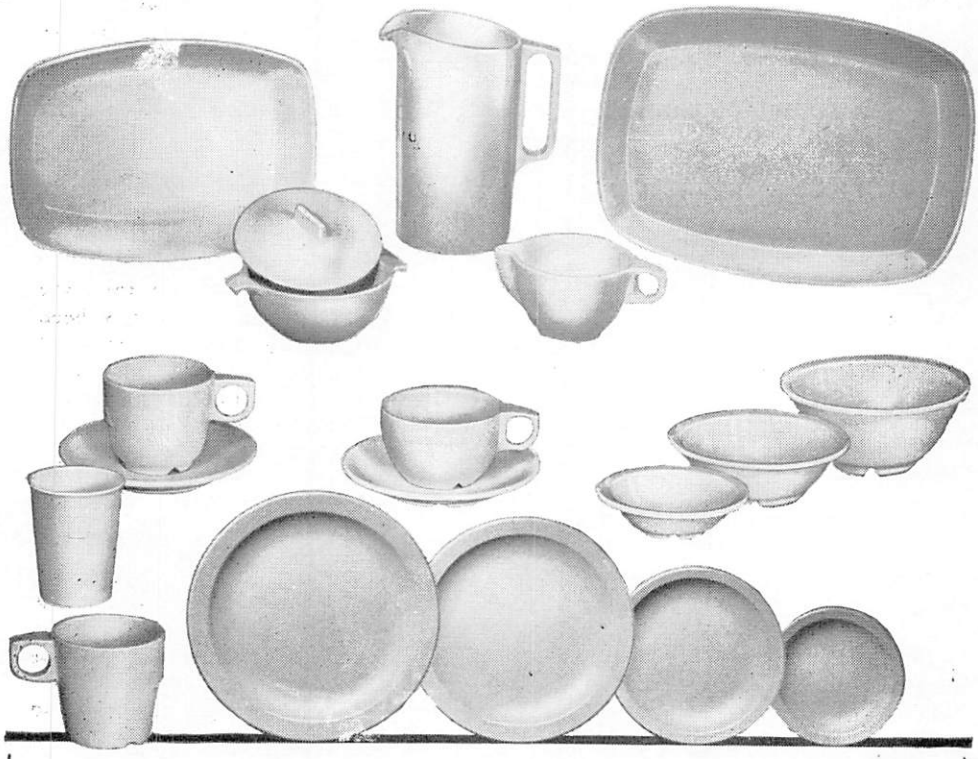

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continued from page 21

The Incident Method

In this method instead of giving a complete case, one sentence describing an incident is given. For example, "When the cabin group left for the council ring Joel refused to go, saying that he was tired." The trainees must ask questions of the person who knows the full story. This might be a more experienced counsellor. The value of this method is that it helps the trainees to develop a questioning approach to situations, they learn what questions to ask and what to look for, and they get the information they want to know and not what we want to tell them. When they try to solve the problem they may find that they have not learned enough facts. This develops motivation to learn more.

The trainee is stimulated to try to get his bearings in the situation. He must get the facts and then sort out the key facts. He must determine what the question is in the incident.

After many questions have been asked and facts gleaned, the trainees are encouraged to summarize the situation. Then every one is asked to write what he believes to be the real question, a solution and his reasons, in ten minutes. This prevents many from sitting back letting a few do the thinking and work.

We then are ready to discuss. What are the possible decisions; what principles are involved? We examine all the actions, and consequences. How might the incident have been prevented? What is a good working hypothesis?

The Observation Method

Here I shall describe briefly a fascinating research project conducted by Dick McDonald in which he demonstrated conclusively that counsellor skill and behaviour could be improved greatly in a short time. Mr. McDonald worked with four counsellors during a camp season in a well known camp.

1. The counsellors in discussion agreed upon the qualities a counsellor should have and manifest.
2. They devised a form to use when observing a counsellor.
3. They observed each other on the job, and in discussion revised the form.
4. Three and the trainee observed the fourth, and all discussed what they saw and how it might be improved. This was done until each had been observed at least once.
5. Four observed the trainer work with a group. This was discussed and analyzed.
6. Each asked to be observed around a situation that was a problem to him and after observations, possible solutions were discussed and the new ideas tried in later sessions with the campers.

Those interested in training will find reading this project very rewarding. The principles established are applicable universally.

Improved staff means improved performance, and better camping. Camp management has not kept up with the trend in other enterprises to improve and increase personnel training. It is good business and pays many different kinds of dividends.

Source Material:

It's Wise to Supervise—Klein and Haladner. Canadian Camping Assn.

Role Playing in Action Argyris—New York State School of Industrial and Labour Relations—Cornell University.

Adult Leadership Magazine—January, 1955.

—●

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It's Wise To Supervise

A DISCUSSION ON STAFF SUPERVISION IN SUMMER CAMPS

COMPILED AND EDITED BY

ALAN KLEIN,
Professor, School of Social Work, University of Toronto

and

IRWIN HALADNER,
Director, Camp Wabi-Kon

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NATURE LORE...

At the Intermediate Level

ELLIOTT LARMAN,
Nature Lore Counsellor,
Camp B'Nai B'Rith, Montreal

● ● ●

The intermediate age group is generally considered to be between ages ten and twelve. These children demand a much more mature approach to nature lore than the Juniors, and they will closely watch the Juniors to see that their programme is not at the Junior level! Nothwithstanding, they still love the nature walks and "collecting" trips, since these are appreciated by everyone from kindergarten to college age and beyond.

The project most enthusiastically received by any group in my camping experience was the Star Gazer. Its only drawback is that it takes up so much time that it is not practical for an over-all camp programme. Unfortunately, the whole camp wants it, as a rule, for, whenever the children of Junior and Senior sections see Intermediates with their Star Gazer boxes, they become envious. The Nature Lore Counsellor should always bear in mind that every section knows what the other sections do.

The Star Gazer is an attempt to get the children to know some of the more commonly observed constellations and the legends connected with them. This is the way it is made:

An opening is cut out of one end of a cardboard shoe box. This opening is covered with tissue paper. A peep hole is made in the exact centre of the opposite end of the box by pushing the point of a pencil through it. Slits (for slides) are cut on both sides of the box about one-half inch from the open end.

The Star Gazer is now made.

Make slides from black craft paper on which the traced constellations are pricked out with a needle. The brighter the star, the bigger the hole pricked out. When pointed to the light, looking through the Star Gazer is like looking up at a constellation in the sky.

The five constellations best for use are the circumpolar constellations: Cassiopea, Cepheus, Draco, the Little Bear and the Great Bear. These are the subjects of interesting stories and are very simple to draw. Wonderful rainy day programme; usable souvenir of camping days.

PLANTS

Another favourite and effective project is the bean plant, the growing of which can explain many natural phenomena of plants. Insert a rolled up piece of blotting paper in a glass to cover the whole of its inside diameter. Pack lightly the inside area with sawdust, and soak it with water. Between the blotter and the side of the glass, three or four beans are placed equidistant from one another about two inches down from the top of the glass. The beans are left to germinate.

There should be one plant for each camper; they should be watered each day and the stages of growth explained as often. When they have grown sufficiently, the plants can be exposed to various phenomena so that the trophisms of plants can be illustrated.

One or two plants should be placed in direct and constant sunlight; they will grow sturdily and well into healthy-looking bean plants until the food of the bean is used up.

Other plants can be hung upside down from the ceiling so that campers can see the wonder of their growing in reverse, in relation to the earth.

Show them, too, how plants turn towards sunlight. A paper bag, with but a small hole on one side, is placed about two or three plants. The plants will grow towards the hole, which is their only source of light. Care should be taken that the hole is placed so that sunlight will pass through it.

The root systems and basic physiology of all plants can be explained using the bean plant as an example, since this seed contains so much stored food that it can develop to a great degree without need of being fed.

TERRARIA

A wooden box four feet square and approximately one foot high can be used as an excellent terrarium which can furnish projects, work and fun for a whole summer. It can be planted with various toadstools, puffballs, mosses, fungi and ferns, to mention only a few. Plants with complex root systems are not recommended.

In its construction, the box should first be covered with two inches of sand, a few more inches of charcoal, and about five inches of rich black earth. The above-mentioned plants are easily transplanted.

As the counsellor supervises the transplanting, the life cycle and fundamental physiology of each plant can be explained. This will consume a great many interesting periods.

To lend colour to the camp, the Terrarium can be decorated with painted rock. Campers could make a sign of suitable significance; "Cibbibba Jungle" was used last year at our Camp.

—●

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WHODUZIT?

By W. E. (Ted) Yard
Director, Camp Pinecrest

This is the fourth in a series of "check-list" type articles.

Most of us have, at one time or another, attempted to analyse the scope of various staff positions, and it has proven invariably to be a rewarding, though at times, laborious experience.

Many camps use different titles for staff, and many who use similar titles, find quite logically that because of peculiarly individual characteristics and practices, they expect entirely different things from staff members who "nominally" fill the same position.

We shall not suggest here that all staff should fit into "standardized" categories, since in the first place we suspect that such an endeavour would almost surely end in futility, and in the second place we are not convinced that "standardization" is the most important concern at the moment in this area. It does seem, however, that a careful thinking through of the detailed responsibilities of each position, developed possibly to a written job analysis for that position in the individual camp, would be a worthwhile exercise and in keeping with our common concerns for good Personnel practices.

CAMP MEDICAL STANDARDS

The minimum standards for childrens' camps developed by the Ontario Camping Association stipulate that every camp operated for more than two weeks and with more than 30 campers must have in residence, either a graduate medical doctor or a registered nurse. In the latter instance, each camp is required to arrange in writing, for a qualified medical doctor to be on call. In some instances camps engage a doctor and a nurse and in still other cases, two nurses are hired to assure the attendance in camp of a trained medical person at all times.

It is a further requirement of the Standards Committee that each camper and staff member have a health examination within two weeks prior to going to camp.

RESPONSIBILITIES OF MEDICAL STAFF

1. Medical check-up of all campers on arrival, on departure, and in the case of long-term campers at some point in the middle of their camp period.
2. Checking the health forms handed in by cabin counsellors daily, deciding which boys should be examined at the morning "sick parade" and conducting said examinations.
3. Handling various situations which may occur in camp requiring medical aid.
4. Working with the Business Manager to see that following matters are covered: —
   (a) Daily check and testing of water supply.
   (b) Weekly check of kitchen and cabin screening.
   (c) Daily check of out-houses and sanitation, including garbage and swill disposal.

(d) Daily check of kitchen and dishwashing system for cleanliness.

(e) Check regularly that laundry handled satisfactorily.

5. Working with the Section Directors:—

(a) To provide an initial introduction to health standards when the boys arrive at camp.

(b) To be sure that the daily cabin inspection for cleanliness is carried out adequately.

(c) To act as resource persons for discussions related to medical field.

6. Maintaining all first aid kits in good order.

7. Caring for any child confined to the infirmary.

8. Entering all treatments on campers' cards and turning in a daily report to the Camp Director on the regular forms.

9. At the end of season:

(a) Return all camp sheets and blankets.

(b) Pack all medical supplies.

(c) Prepare summary of treatments for summer.

(d) Prepare inventory of all medical goods in stock.

(e) Prepare order for medical goods for following year.

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CHECK THESE FIRE HAZARDS!

While none of us likes to think "it can happen in my camp", fire could strike at any given moment, and without warning. In an effort to do away with the danger spots, a check list was prepared for the American Camping Association's publication, Camping Magazine, and presented in their 1955 Buying Guide.

A portion of it is reprinted for your use this summer:

AROUND THE CAMP AREA

Have you removed all flammable rubbish and leaves from the area around buildings and tents?

Are grass, brush and small trees cut or thinned out around camp buildings?

Is fire-fighting equipment within easy reach when trash, leaves, etc. are burned out-of-doors?

Do you keep your storerooms and gargaes free from rubbish, oily rags, papers, etc.?

Do you keep oil mops or paint rags in closed metal containers to guard against spontaneous ignition?

Are stoves always kept free of grease?

Do you have baking soda or salt handy in case of grease fires?

Do you hang towels on special racks, never drying them on or near stoves?

Do you collect ashes in covered, hole-free metal containers, and dispose of them when properly cooled?

Are ashes left to cool in a place far removed from the garbage area for dry paper?

Do you keep matches in covered metal containers away from heat . . . and gnawing mice?

Do you use only safety matches in camp?

Do you have spark screens over all chimneys?

Are all fireplaces equipped with effective firescreens that fit each fireplace opening?

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Are kerosene lanterns always suspended from a secure hanger, never on the floor?

Are supplies of fuel oil stored away from buildings, preferably in underground tanks?

Are oils (kerosene and gasoline) handled only in the daylight and where spillage cannot be ignited?

Do you use only approved hurricane-type lanterns with heavy bases to prevent tipping?

Do you store inflammable liquids of any quantity in a special ventilated building, under lock and key?

WHAT ABOUT YOUR BUILDINGS?

Are the roofs of your buildings non-combustible?

Have you used fire-proof roofing?

Are roofs, gutters, chimneys and hoods above kitchen stoves cleaned and repaired before camp opens?

Are floors directly under stoves and heaters protected by galvanized iron, concrete or brickwork?

Have you eliminated all stovepipes which pass through closets or store-rooms?

Are walls, rafters, ceilings and partitions protected from over-heating of stoves and pipes?

FOR THE SMOKERS

Do you insist that containers filled with sand take the place of ash trays in all smoking areas?

Do you maintain restricted places for smoking . . . for everyone?

Do you insist, and repeat the instruction from time to time, that all cigarette and cigar butts and pipes be carefully extinguished?

Do you insist that matches be broken in two before being thrown away?

ELECTRICAL EQUIPMENT

Are electric irons, toasters, and all electrical appliances used for cooking, equipped with metal stands or asbestos pads.

If your electric iron or toaster stands on a shelf, is that shelf lined and padded with asbestos or metal sheeting?

Do you place all electrical extension cords in the open, never under rugs or over metal hooks?

Do you use standard fuses of proper capacity . . . 15's where 15's should be, 20's where 20's should be, etc.?

Do you insist that a copper coin **never** be used with a blown-out fuse? (No insurance if this is found to be the cause of a fire!)

Do you allow only qualified electricians to install your wiring and equipment?

ONE LAST WARNING

Make sure that your garbage incinerator is placed in a wide-open, treeless area, that grass is cleared in a twelve-foot area (at least) around it, and that cardboard cartons or other rubbish is not allowed to remain near the outside of the incinerator.

Campers . . .

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FOLK SONGS OF CANADA by Edith Fulton Fowke and Richard Johnston with illustrations by Elizabeth Wilkes Hoey is published by the Waterloo Music Company Limited, Waterloo, Ontario. Price $4.95.

SING A SONG OF CANADA . . .

DOROTHY M. DOUGLAS

The review of FOLK SONGS OF CANADA by Fowke and Johnston which appeared in the February issue of "Canadian Camping" recommended this song collection for your camp library. Such a priceless book does indeed belong on your music shelf, but the contents do not come to life or become part of the camp's repertoire until a competent song leader introduces them to the camp. In these days of preparation for camp be sure this book is in the hands of your music counsellor who will find that time spent in learning or refreshing the memory of these songs will bring rewards of sheer enjoyment to all. The following are a few suggestions on how the songs might be introduced.

Our Canadian Folk songs are filled with action, romance and adventure; many of them are about outdoor life. Their music is direct, simple, and much of it very rhythmic. They are "naturals" for group singing at camp. Folk songs do not require accompaniment, but if you wish to add harmonic flavour this book offers very suitable piano accompaniments and chord symbols for the guitar. In case anyone thinks that folk songs are deadwood, try *Bonhomme, Bonhomme* (a superb cumulative song like *Alouette,* which is here

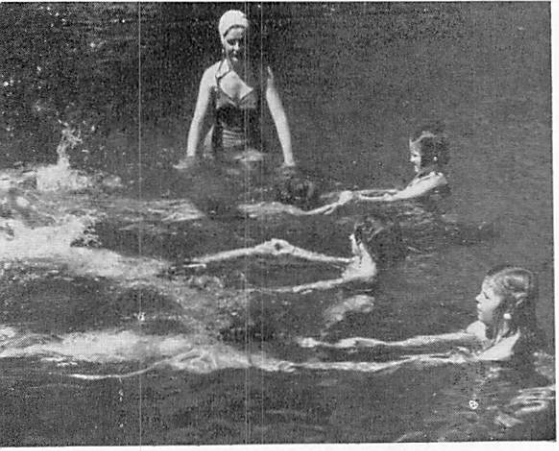
too), *The Day Columbus Landed Here, The Farmer's Curst Wife* (with a whistling line in every verse), or *Unfortunate Miss Bailey* for rollicking fun and humour. For poignant beauty *The Morning Dew, The Blooming Bright Star of Belle Isle,* or *The False Young Man,* are true gems. Here in print for the first time is Ontario's nostalgic and lovely *Land of the Silver Birch.*

Lots of the songs have a verse and chorus pattern, and many of them tell a story, which facts give us an idea. In almost every camp there are a number of campers and counsellors who particularly enjoy singing, aren't there? Gather them into an informal group who spend a little time learning your new songs before you introduce these to the larger camp group. (Here are your "pioneers".) At your first session with the full camp, the campers could learn the chorus from this group; then you'll have the group sing the verses while the campers join in the chorus. It won't take many performances before everyone will be chiming in on the verses too, especially in such songs as *Jack was Every Inch a Sailor, Bonavist' Harbour, Youpe Youpe, Lukey's Boat* (a dandy sailing song), *I'se the Boy that Builds the Boat, Red River Valley.* The largest number of our folk songs come from our French-Canadian ancestors. Campers would like to sing the choruses of many of these in the original French (every Canadian likes to say he can speak a little French) even if the verses follow the English translations offered here.

Wouldn't it be fun to present your "pioneers" from time to time as one, and then another type of early Canadian? Let us say the occasion could call for sailors from the Maritimes, introducing such sea songs as *We'll Rant and We'll Roar, The Chesapeake and the Shannon, Squid Jiggin' Ground,* or *Donkey Riding.* How about the coureurs-de-bois with the rhythmic paddling songs *En Roulant Ma Boule, C'est L'Aviron, Youpe Youpe;* or the lumbermen singing *The Raftsmen, Lumber Camp Song,* or *Ye Maidens of Ontario.* And a bunch of westerners could swing into *Strawberry Roan, Old Grandma, Bury Me Out in the Lone Prairie.*

You might add one or two items of costume when your "pioneers" are singing such special groups of songs. Informal discussion about the historic background helps too to get the feel of these songs—swapping ideas with the campers about the way of life, the dangers and excitements of the pioneer days. You'll find that some of the songs beg for dramatic presentation on the camp stage or beside the fire. The campers or junior counsellors—closer to the history books than you or I—will contribute imaginative suggestions.

It's good to find that there are songs suitable for most age groups. Some might be a trifle "spicy" for some occasions. Maybe these, together with one or two gory ones and those that are really poignant, would intrigue the counsellors who like to gather round a piano after the day is over.



OUR WATERFRONT— LET'S MAKE IT FUN!

NANCY FAIRLEY

Waterfront Director, Camp Tanamakoon

The magic wand of teaching is fun! It is easy to learn things we enjoy doing, and conversely, teaching is easier if the pupil is having fun.

Everyone accepts the fact that a Waterfront programme should provide knowledge. Assuming then that we have a good programme of basic instruction, how can we make the learning process fun?

The success of any program will depend on our counsellors—their cheerfulness, patience, imagination, creativeness; their sincere care for each camper, and love for their work.

First, let us look at our non-swimmers. A frightened child will take longer to learn—therefore his first introduction to the water should be a happy experience, and this should start when he first sets foot on the dock. Meet him with a cheerful word; make him feel that learning to swim will be a barrel of fun, and continue this enthusiasm throughout each lesson.

Make a game of the difficult spots, such as "adjustment to the water"—for example: 1 hold hands and play "follow-the-leader" into the water, with the instructor as the leader. 2 Foot races; "Crows and Cranes"; "Fish in the Sea"; and other land games adapted to the water.

As the lessons progress, so may the games. Once a camper can, in a manner of speaking, swim a short distance or across a pool, then simple relay races may be used. The games and races should never be beyond the ability of anyone in the group—but

should involve skills the campers have already learnt, and can do reasonably well. Watch for any signs of tiredness or coldness. Bring the campers out of the water while they are still having fun, and they will be eager to return.

Once a child has learned the basic steps of swimming, the problem is one of motivation. He is apt to be content with what he knows, and will be quite happy to play around in the depth of water he is accustomed to. His first excursion into deep water should be with a counsellor. Then, give him:

1. Something special to work for—(a) a Red Cross programme where he may progress from a Junior through to a Senior Swimmer or (b) Royal Life Saving Society Classes. c. Recognition within the camp—when he does achieve something, make sure others know about it. Give him the credit he deserves.

2. Special events—(these will be taken up in more detail later on).

3. Variations in the scheduling—so he will not be swimming with the same people, at the same time and at the same place, each day. (a) Swimming with his friends occasionally, or special swims in the cabin group with the counsellor is fun. (b) Change the locale of the lesson from time to time, that is, from one part of the dock to another, so he isn't always climbing the same ladder or gazing at the same knot-hole!

4. Special equipment—such as Swim Fins and kick boards, are fun, when brought out in a play period or general swim, but no child should become dependent upon them alone for his fun. A word of warning—light floating objects should never be allowed outside an enclosed area —it takes only a light wind to carry them out into the lake.

5. Organized demonstration programmes by his more proficient friends, to spur him on. Give him a chance to be in a program too, to show what he has learned.

For the advanced swimmer, the programme must be varied and challenging. Don't stop at the Senior Swimmer level, give your campers something further to work at:

1. Special camp tests or awards—"advanced swimmer", "expert swimmer", etc., with the emphasis on diving, speed, style; and synchronized swimming.

2. Special interest groups or classes two or three times a week in:
   a. Diving;
   b. Style—elementary and advanced strokes;
   c. Speed — techniques of racing, starts and turns;
   d. Synchronized swimming—campers can make up routines and water ballets to perform for entire camp.

3. Royal Life Saving Society Instructor's Certificate, Bronze Medallion or Award of Merit.

4. Red Cross Leader's Course—for 16 and 17 year olds.

5. Helping with beginners, under the supervision of a counsellor.

6. Planning and helping with regattas, demonstrations and special events. (Campers bring a freshness to such

continued on next page

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things, which is often lost by continual planning by counsellors).

These same fundamentals may be applied to Canoeing and Sailing. The beginner should not be kept "paddling the dock" or learning sailing knots for hours on end. If he has the necessary swimming tests, get him out in the canoe or sail boat right away.

"Taxi Rides"—where the beginners are invited by the counsellors, C.I.T.'s, or experienced campers, are a good way to interest the younger campers.

For the average sailor or canoeist, the need for motivation again arises:

1. Canoe Parades or Paddle Pasts (with the Director taking the salute).
2. Canoeing Demonstrations by campers, of strokes, rescues and special skills.
3. Impromptu sailing races, when the wind is good.
4. "Sailing lunches"—campers take a picnic lunch and go off for two or three hours of sailing (for those swimmers who rate.)
5. "Vagabond Days"—all day expeditions by Canoe.

The advanced or senior campers may have the fun of organizing a Yacht Club, with its executive, sailing committee (to arrange all the races), entertainment committee, and so on. (Membership in the Yacht Club should be open to any camper who is interested in Sailing, and who has the necessary swimming qualifications).

Fun in the Group

Regattas and Special Events should be held from time to time, but not too often, or the novelty and spontaneous

fun of them will wear off. Regattas—may be planned or impromptu (to the campers); they may take a whole day, or just a morning or afternoon. They may be a combined effort of the Swimming, Canoeing and Sailing departments, or they may be separate small affairs within each activity.

But whatever the type, length or size of a Regatta or Waterfront event, the following points should be kept in mind:

1. It is extremely important that every detail is planned ahead of time. The starters, judges, announcers, runners, etc. should know exactly what their duties are and where they are to be. All equipment should be on hand.

2. Each camper should be in an equal number of events.

3. No camper should compete in one race following another.

4. The events should be based on the ability and ages of the different groups.

It has been my experience that Team competiiton rather than individual competition is more fun, and is of greater benefit to the campers. The teams, chosen at the beginning of camp, should be of equal strength—i. e. there should be the same number of advanced swimmers and stern paddlers on each.

continued on next page

For The Camp Library

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Stunts or humourous skits put on by counsellors, C.I.T.'s or older campers are always an added and well received attraction of any Regatta. The events should include humourous races—such as Swimming "Pyjama", "Newspaper", "Candle", "Potato" or "Balloon" Races; or Canoeing "Obstacle", "Crab", "Wash basin" (make sure the basins are tied to the gunwhales), or "Broom" races, as well as straight freestyle or "crew of four".

On looking back, we note that—Beginners in any activity need to overcome fear; the next group need motivation; and the more advanced campers need to be given responsibility. The password to progress all along the way is fun—let's give it to them!

—●

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WOODSMOKE AT TWILIGHT.
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Although this series of stories was dedicated to Cubs and Scouts, there is no reason why they cannot be studied by any counsellor anywhere, to be used as the basis of campfire talks or for reading to younger boys or girls. There is inspiration in each story, as it emphasizes the strength and weaknesses of almost every type of person one meets, especially in the camp setting. The author shows wisdom in the manner of handling each problem as it arises, and writes of each one in a style easy to read and absorb. $1.00. G. R. Welch Co., Ltd., Toronto.

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To assist such group leaders in C.G.I.T. work, the Canadian Council of Churches, Department of Christian Education, published a series of booklets, one on each of the following subjects: NATURELORE, CAMPCRAFT, ART, PUPPETRY, CRAFTS, each discussed by authors distinguished in each field: Mrs. R. A. Colpits, Bridgetown, N.S.; Miss Helen Beals, Department of Art, Acadia University, Wolfville, N.S.; Miss Ada Adams, National Secretary for Children's Work of the Presbyterian Church in Canada; Miss Jessie Scott, of the National C.G.I.T. Camp Committee; Miss Margaret Govan, Director, Camp Onawa. Since these are small books, they are, necessarily concise and "meaty", and could easily be the key assistants to successful programmes in any of the above fields. 25c each, ordered through the Provincial Christian Education Supply Depots.

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C. B. Colby.

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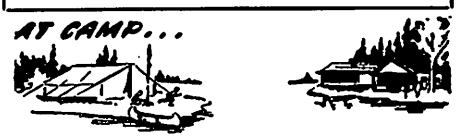

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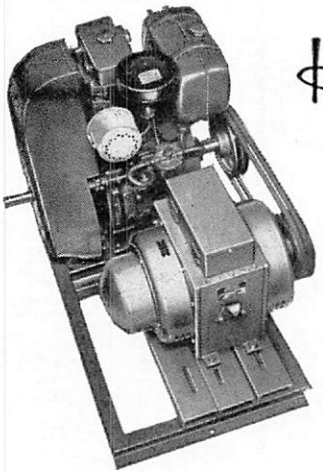

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was that everybody on the staff—caretakers, cooks, everybody—had to have a thorough knowledge of their principles for working with the boys. They were working a permissive scheme where no matter what a boy did he would not be punished. And so in our camp, all our leaders should be trained in human relations.

Cabin Counsellors

The counsellor is one of the most important persons on your camp staff. In connection with a city, we know that the mayor is a very important personage but it's the parents who have the most influence upon the lives of boys and girls. The counsellors are like the parents. Therefore, your counsellor should be the best-trained. If your leaders are paid, he should be the highest paid.

The most important things in your camp happen to the campers in the small cabin groups.

Don't have counsellors who are too young. If you've got to have a young counsellor put him in with an older cabin group. They're better able to protect themselves. The younger the camper, the better the leader he needs.

Your best counsellors will have maturity, training, practical experience. Look out for the leader who has merely theoretical book learning. Remember the mother who brought up her child by the book—the child finally died of a misprint.

The counsellor's lot is a hard, hard lot. For instance, the campers may be

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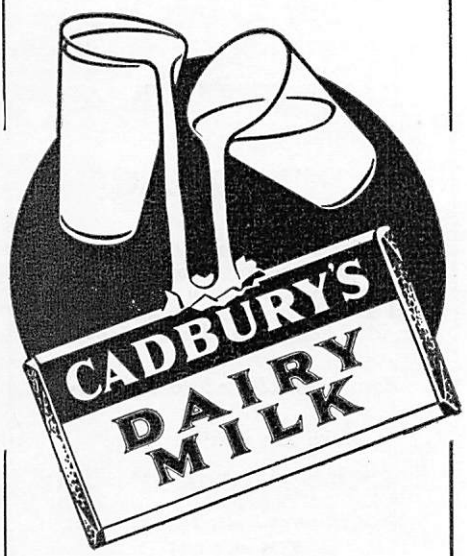

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a bore to him. A bore is someone who deprives you of your solitude without providing you with company.

Just look at him, the counsellor surrounded by a bunch of junior kids. One junior holds on his leg. Another junior is astride his back. And two more have a hold on his sweat shirt. The sweat shirt is pulled out of shape giving the counsellor that Dior look.

And what is the poor counsellor thinking? Probably something like this—he could be at the cottage with his wife. When they first talked over the idea of camp, she had said, "It will be a change for you, darling." The counsellor might have gone to Banff as a waitress or a caddie. Maybe he's a cool cat and could be at home listening to those Dave Brubeck records. Or maybe he's frustrated because the chief found out about his moon light canoe excursion with that cute little blonde riding instructress. There are things more important than chasing girls. Catching them is important, too.

On the other hand, counsellors can form a pressure labor group . . . days off . . . moonlight dips . . . use of sailboats, etc. . . . pantry privileges . . . midnight snacks . . . unlimited curfew . . . weekend dance in the dining hall. . . . Go to bed when the campers do? "Listen, egghead, didn't you read the fine print in my contract?" The director's lot is a hard, hard lot!

—●

TAPS . . .

Day is done,

Gone the sun,

Clear, through the gathering dusk, a bugle sounds,
In quick response the campers turn from play;
While through the silent hills the call resounds,
They stand erect to honor close of day.

From the lake,

From the hills,

From the sky.

From western skies the colors slowly die,
The stars above the pines their watches keep.
Another joyous day goes swiftly by,
Another night bestows her gift of sleep.

All is well,

Safely rest,

A treasure-trove, life in the open, brings,
Of magic gifts to hold for years to be.
Adventure, laughter, friends—all goodly things,
And lessons learned from flower, bird and tree.
A sense of genuine pride in work well done,
A strength of body and a glowing tan.
Joy of achievement in a skill new-won,
Assurance "all is well" in life's great plan.

God is nigh.

As 'neath the stars the echoes softly fade,
An over-ruling sense of peace is there.
Since "God is nigh", no need to be afraid.
He hears the faintest whisper of a prayer.

From, *"Under Open Skies"*—Excerpts from Chapel Talks and Poetry—

By Mary S. Edgar

To be published by Clarke Irwin & Co. Ltd. in the autumn of 1955.

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STOP PRESS NEWS!

From the Convention Manager of the Royal York Hotel, Mr. G. R. Street, through the Convention Manager of the Ontario Camping Association, Mr. Clifford Labbett, comes news of the 1956 annual gathering of camping people. The Camping Convention is slated for March 1, 2 and 3, 1956, at the Royal York Hotel, and various members of the Committee are at work now mapping the course our meetings are to take.

We have been warned . . . and we pass it on to all our readers . . . that space at the hotel, for those who wish to stay there, will not be very plentiful, since another large conference will be in progress at the same time. So, if you plan to stay at the Royal York, outline your trip now as much as possible, and make your reservations EARLY!

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Remember: Your membership in a provincial organization includes membership in The Canadian Camping Association and a subscription to "Canadian Camping".

Information about Provincial Associations:

BRITISH COLUMBIA - -	Miss Crehan, 2057 W. 36th St., Vancouver
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Where there is no provincial association: detach following form and mail direct to Canadian Camping Association, 170 Bloor St. W., Room 407, Toronto.

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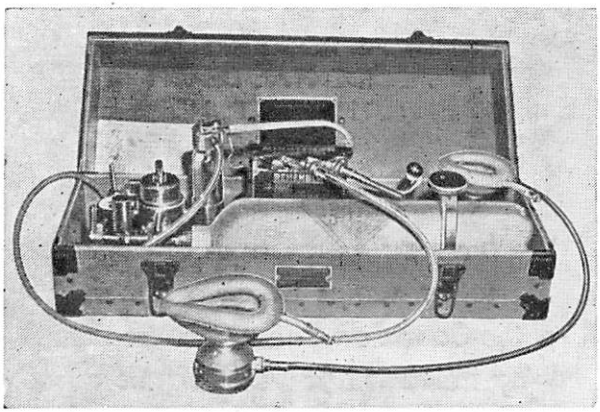

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